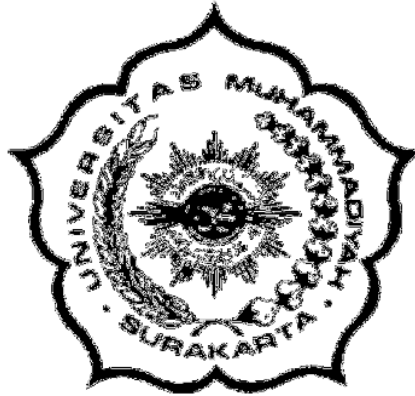


**A DESCRIPTIVE STUDY ON TEACHING SPEAKING SKILL  
ADOPTING GENRE-BASED APPROACH AT THE SECOND YEAR OF  
SMA N 1 GONDANG SRAGEN IN 2011/2012 ACADEMIC YEAR**



**NASKAH PUBLIKASI**

**Submitted as Partial Fulfillment of the Requirement  
for Getting Bachelor Degree of Education  
in English Department**

**by**

**IVA ARMITA  
A.320 080 014**

**SCHOOL OF TEACHER TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

**2012**

**APPROVAL**

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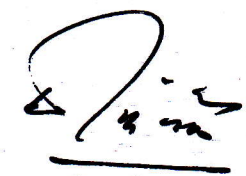
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**A DESCRIPTIVE STUDY ON TEACHING SPEAKING SKILL**  
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Accepted and Approved by Board of Examiner  
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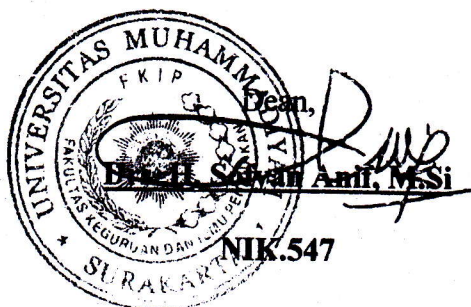
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**A DESCRIPTIVE STUDY ON TEACHING SPEAKING SKILL  
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**SUMMARY**

**Iva Armita. A. 320 080 014. A DESCRIPTIVE STUDY ON TEACHING SPEAKING SKILL ADOPTING GENRE-BASED APPROACH AT THE SECOND YEAR OF SMA N 1 GONDANG SRAGEN IN 2011/2012 ACADEMIC YEAR. Muhammadiyah University of Surakarta. Research Paper. 2012**

The current study aims at describing the teaching speaking skill adopting genre-based approach at the second year in SMA N 1 Gondang, Sragen. In this current study the writer applies at descriptive qualitative research as the type of this research. There are three methods of collecting data are observation, interview, and document. The writer did interview with the English teacher and the students of XI IPS4 class, and observed the process of speaking teaching-learning at the second year of SMA N 1 Gondang Sragen.

Based on the data analysis, it can be concluded that the objective of the research are: (1) To describe the procedure of teaching speaking skill adopting Genre-based Approach, (2) To describe the implementation of genre based approach in teaching speaking skill, (3) To identify the problems faced by the teacher in teaching speaking skill at the second year of SMA N 1 Gondang Sragen adopting Genre-based approach in 2011/2012 academic year.

After analyzing data, the researcher finds that (1) the procedure consists of 3 patterns. The first are BKOF, MOT, JCOT, and ICOT. The second are BKOF, MOT and JCOT. The third are BOF, MOT and ICOT, (2) the implementation are group discussion, individually task and question answer, (3) the writer also found the problems faced by the teacher, namely Physically of the Classroom Condition, Difficulties in Managing the Class, Uncompleted Facilities in the School, Lack of Student Activity, Different capability of the students, Lack of time.

Key words: Speaking, Speaking Skill, Teaching Speaking Skill

## **A. INTRODUCTION**

As we know that speaking is one of the important and essential skills that people must practice. In education world, there are many kinds of subject in teaching-learning process; one of the basic language skills is speaking. Speaking English becomes very important in using English for communication. By speaking with the other people, the students are able to know what kinds of situation are in the world. People know that language is habit. Language is not only taught and learns, but it is used as habit. So, the students of English class must be able to speak English well because people identify the English mastery by their speaking English.

The teaching of English in senior high school is intended to develop the student's communicative competence which emphasized four skills covering listening, writing, reading, and speaking. Speaking is the most important skill, because it is one of the abilities to carry out conversation. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.

There are many problem appear in the teaching learning process, as found by the researcher when doing an observation at SMA N 1 Gondang Sragen. The first, students are shy and not confident in speaking English especially in front of class. The second, the students are bored and unmotivated to learn since they have limited opportunity to express their idea. The third, they rarely practice to use English to communicate. And the last, the students are not interested in English learning process. They become passive in English learning and they are not able to speak. Therefore, the English teaching learning process is not effective.

Based on the problem faced in SMA N 1 Gondang Sragen above, there are some difficulties in English speaking teaching. Learning process difficulty is usually faced by the teacher. The teacher must find out some methods to teach English in order to make students interested and not bored. The last, difficulty is also faced by the students. They do not realize that English is important for them. The students tend to study vocabulary, grammar, fluency,

and pronunciation to improve their speaking skill. Meanwhile, the writer chooses a genre-based approach for observation. Based on the explanation above, the writer is interested in conducting the research entitled “A DESCRIPTIVE STUDY ON TEACHING SPEAKING SKILL ADOPTING GENRE-BASED APPROACH AT THE SECOND YEAR OF SMA N 1 GONDANG, SRAGEN IN 2011/2012 ACADEMIC YEAR”.

The problem statement of this research are: How is the procedure of teaching speaking skill adopting Genre-based Approach to the second year of SMA N 1 Gondang Sragen in 2011/2012 academic year?, What are the implementations of genre-based approach in teaching speaking skill at the second year of SMA N 1 Gondang Sragen approach in 2011/2012 academic year? And What are the problems faced by the teacher in teaching speaking skill at the second year of SMA N 1 Gondang Sragen adopting Genre-based approach in 2011/2012 academic year?. Limitation of this research limits the research on descriptive on teaching speaking skill adopting genre-based approach at the second year of SMA N 1 Gondang Sragen in 2011/2012 academic year and describe the problem faced by the teacher and students in the teaching speaking the student's language skill.

The objectives of the study are as follows: To describe the procedure of teaching speaking skill adopting Genre-based Approach to the second year of SMA N 1 Gondang Sragen in 2011/2012 academic year, to describe the implementation of genre based approach in teaching speaking skill at the second year of SMA N 1 Gondang Sragen in 2011/2012 academic year, and to identify the problems faced by the teacher in teaching speaking skill at the second year of SMA N 1 Gondang Sragen adopting Genre-based approach in 2011/2012 academic year.

The researcher uses some references that deal with the topic that analyzed with different object. The first previous study The first is Rully Raslina Novianti (2011) who wrote a research paper entitled “*Developing Student's Speaking Ability through Genre-based Teaching: Action Research at the First Year Students in A Senior High School*”. The study revealed that

the students speaking ability improved. Findings indicate that the students' responses towards the approach in speaking class showed positive attitudes. The findings of this study suggest that genre-based approach can help developing students' speaking ability.

The second previous study is Budi Purnomo (2008) who wrote a research paper entitled "*Teaching Speaking Skills through Genre-based Approach*". This research aims at evaluating teaching speaking skills through genre-based approach and proposes a recommendation for further research and development programs to create a better teaching and learning model based on the research findings. The result of this research shows that the teaching speaking skills through genre based approach at Language Center of Muhammadiyah University of Surakarta has not been optimal yet.

The third researcher is Nunung Sarwo Endah (2008) who conducted the third entitled "*The Implementation Genre-based Approach To Teaching Speaking at SMP N II Jatipurwo Wonogiri*". This research is aimed at describing the teaching learning process at the second year. The object of the study is oral cycle based on genre based Curriculum in the second year students of language programs in SMPN II Jatipurno. In this research, the writer conducts ethnographic research which describes the implementation of genre based approach in teaching speaking.

Based on the above studies, the researcher may conclude that this research is original because this research is different from the previous researches.

According to Thornbury (2005: 1) speaking is interactive and it requires the ability to cooperate in the management is speaking terms. Speaking becomes one of the skills that must be mastered in English learning and most of the students get difficulties in learning speaking.

Speaking is one of the language skills that have to be mastered by students in learning foreign language. Speaking is fundamental to human communication. Speaking skill is the productive skill in the oral mode. It is like the other skills, is more complicated than it seems the first and involves

more than just pronouncing words. According to Hornby (1995: 826), speaking is making use words in an ordinary voice, uttering words, knowing and being able to use language; expressing one in words; making speech.

In language teaching especially teaching speaking, the teachers help their students develop their knowledge by providing authentic practice that prepares students for real life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific context and acceptable (that is, comprehensible) pronunciation.

Fauziati (2008: 120-121) states that there are four steps of teaching speaking: BKOF, MOT, JCOT and ICOT. BKOF is step where the students have to pay attention to the teachers' explanation about the material that will be studied. MOT purposes of this step is giving models or examples dealing with the materials being discussed. It can be done by storytelling and transactional and interpersonal exchange. In JCOT step, the students are asked to do something or work in pairs with their friends or teacher. In ICOT step, the students are expected to do something individually.

Fauziati (2008: 123-130) states that there are some techniques of teaching speaking: Role Play, Game, Discussion, and Song.

Kress (1988: 183) defines a genre as a kind of text derived its form from the structure of a social occasion, with its characteristic participants and their purposes. Derrida (1981: 61) proposes that a text cannot belong to a genre; it cannot be without a genre. Based on definitions above it could be drawn that genre has the strong relation with the text. Genre-based Approach also can help the student to understand the situation that occurs. Roland Barthes (1975) argued that the Genre-based Approach is in relation to other texts and there is relation to lived experience that we make sense of certain events within a text. Genre in classroom practice recognizes that the features of similar group of text depend on the social context in which the text is created and used (Hyland: 2004).



## **B. RESEARCH METHOD**

The researcher uses descriptive research. She takes descriptive research because the researcher intends to describe the teaching speaking skill using genre-based approach. The subject of this research is limited to the second year student of SMA N 1 Gondang Sragen in 2011/2012 academic year. The objects of the study are the teaching speaking skill adopting genre-based approach, the material given to the students, the classroom activities, and the problems faced by the teacher in teaching speaking skill.

Data are information in words derived from the observation and interview notes accumulated in the field and documents. They are taken from various sources. The data have been taken from the teaching speaking skill on the second year of SMA N 1 Gondang Sragen.

The writer does 4 ways to collect data, such as library study, observation, and interview and document analysis.

Technique of analyzing data of the research is descriptive qualitative research. To know the process of teaching speaking skill adopting genre-based approach at the second year of SMA N 1 Gondang Sragen in Academic Year 2011/2012 are steps are as follows:

1. Collecting the data by the observation and interview
2. Analyzing the data from the result of observation and interview
3. Concluding the result and giving suggestion.

## **C. FINDING AND DISCUSSION**

### **1. Research Finding**

In the research finding, the data found are in the field necessary to be presented.

- 1) **The Procedures of Teaching Speaking Skill Adopting Genre-based Approach to the Second Year of SMA N 1 Gondang Sragen in 2011/2012 Academic Year.**

**a. Learning objective of teaching speaking skill adopting Genre-based Approach**

Learning objective of teaching speaking skill adopting Genre-based Approach is to develop speaking skill in SMA N 1 Gondang, Sragen is to facilities learners ability to create or produce texts (oral) and to develop communicate competence or the ability to communicate in spoken. The objective of teaching speaking skill is to make the students can develop the ability to communicate in spoken language. With using genre-based approach, the writer hopes that the students can practice English well. And, the second objective of teaching speaking skill adopting genre-based approach is to take the students to be active in English classroom both in oral and in written language. The important role in teaching speaking skill when the student's can develop their competence in communication using English.

**b. Teaching Material**

The syllabus of the second year student of SMA N 1 Gondang, Sragen is based on school level curriculum. In the syllabus on school level based curriculum there are four skills in teaching English: speaking, listening, reading, and writing. Here, the description of the syllabus of the second year students, but in this research paper the writer only focuses on English speaking skill. Topic based syllabus consist of Standard of competency, basic of competency, and indicator. The syllabus for the second year student at SMA N 1 Gondang, Sragen is based on school level curriculum. The syllabus is just as a plan or guideline so that the teacher should develop it by himself. The teacher teaches his students based on the topic and sub-topic in the main book. The text book is *Look Ahead An English Course' for Senior High School Year XI*, published by Erlangga. The textbook has been completely designed based on School-based Curriculum. The

students are given a worksheet entitled *Simpati Bahasa Inggris kelas XI Semester 2* published by *Tim kreatif Simpati, Grahadi*. This worksheet provides the summary of materials, examples, exercise, daily test and Ujian Akhir Nasional exercise.

**c. The Steps of Teaching Speaking Skill adopting Genre-based Approach**

In the writer's observation, the writer found that the English teacher at SMA N 1 Gondang, Sragen has implemented the theory of Genre-based Approach. Based on the observation, the writer concludes that the procedures in teaching speaking use 4 steps, namely Building Knowledge of the Field (BKOF) The second step is Modeling of Text (MOT). The third step is Joint Construction of Text (JCOT). The final step is Independent Construction of Text (ICOT) students are expected to be able to speak spontaneously or to carry out monologues that are aimed at giving directions or showing ways to do things. But, not always all of the steps are used by the teacher in teaching speaking skill adopting genre-based approach. The teacher said it is according to the time is not allotment. If the time allotment is enough and still long, the teacher will use the joint construction of text. But, if the time is not enough, he exactly continues to independent construction of text after modeling of text. Because, it needs much time to use all stages.

Here, the writer concludes that the steps in teaching speaking skill adopting Genre-based Approach by the teacher at SMA N 1 Gondang consist of 3 patterns. In the first pattern, the teacher uses all procedures, namely BKOF, MOT, JCOT, and ICOT. In the second pattern, the teacher just uses BKOF, MOT, and ICOT. And in the third pattern, the teacher just uses BKOF, MOT, and JCOT.

#### **d. Classroom Activities**

Before beginning the lesson the teacher always begins the lesson by saying greeting and “Assalamualaikum” to the students. After that the teacher just begins the lesson with several activities. The teacher must try to make students interest to the material and felt enjoy in receiving the material in the class. In this section, the writer focuses classroom activities in teaching of spoof and hortatory exposition text, namely Building Knowledge of the Field (BKOF), Modeling of Text (MOT), Joint Construction of Text (JCOT), and Independent Construction of Text (ICOT). Here are several activities that are done by the teacher.

#### **2. The Implementation the Teaching Speaking Skill at the Second Year of SMA N 1 Gondang Sragen Adopting Genre-based Approach in 2011/2012 Academic Year.**

The teaching speaking are implemented by the teacher are group discussion, individually task and question answer. The clearer purpose of the discussion makes the participants to be more motivated in doing the task. The teacher gives task to the students to make spoof and hortatory text with easier topic. After that, the teacher appoints some students to stand in front of the class to retell their spoof and hortatory text.

#### **3. The Problems Faced by the Teacher in Teaching Speaking Skill at the Second Year of SMA N 1 Gondang Sragen Adopting Genre-based approach in 2011/2012 Academic Year.**

There are many problems faced by the teacher in the class. However, the teacher must solve these problems. Based on the observation and the interview with the English teacher (Mr. Tarwoko), the writer makes conclusion that the problems faced by the teacher during the teaching speaking. Namely: Physically of the Classroom Condition, Difficulties in Managing the Class, Uncompleted Facilities in the School, Lack of Student Activity, Different capability of the students, Lack of time.

#### **4. Discussion**

Based on the research finding above, here the writer wants to discuss the finding dimension about the teaching speaking skill adopting genre-based approach carried out at SMA N 1 Gondang, Sragen at the second year. Based on the interview and the observation, the writer concludes that goals of teaching speaking are to describe teaching speaking skill, especially for students in spoof and hortatory text lesson or to help students develop communicative efficiency and to make the students understand that English as a means of communication. Based on the observation, the teacher uses four steps in teaching speaking in the classroom, namely Building Knowledge of the Field (BKOF), Modeling of Text (MOT), Joint Construction of Text (JCOT), and Independent Construction of Text (JCOT).

The teaching speaking are implemented by the teacher are group discussion, individually task and question answer. The clearer purpose of the discussion makes the participants to be more motivated in doing the task. The teacher gives task to the students to make spoof and hortatory text with easier topic. After that, the teacher appoints some students to stand in front of the class to retell their spoof and hortatory text. The problems faced by the teacher in teaching speaking skill, are: The classroom condition is uncomfortable, because it is very dirty. The students in the class of XI IPS 4 are very noisy. There is no laboratory to support teaching speaking skill especially in listening and speaking skill. Most of students' didn't have confidence to explore their capability. Every student has different capability in receiving the material. The English schedule in this school is 4x45 minutes in a week.

#### **D. CONCLUSION AND SUGGESTION**

##### **1. Conclusion**

The conclusions of this research are:

1. Based on the document analysis the procedure of teaching speaking skill consists of 4 steps. Those are Building Knowledge of the Field (BKOF), Modeling of Text (MOT), Joint Construction of Text (JCOT), and Independent Construction of Text (ICOT). But, not always all of the steps are used by the teacher in teaching speaking because the time is not enough.
2. The activity is implemented by the teacher are group discussion, individual task and question answer. The clearer purpose of the discussion makes the participants to be more motivated in doing the task. The teacher gives task to the students to make spoof and hortatory text with easier topic. After that, the teacher appoints some students to stand in front of the class to retell their spoof and hortatory text.
3. The writer also found the problems faced by the teacher, namely Physically of the Classroom Condition, Difficulties in Managing the Class, Uncompleted Facilities in the School, Lack of Student Activity, Different capability of the students, Lack of time.

## **2. Suggestion**

- a. To the English Teacher.

The teacher should manage the time before conducting the teaching speaking skill adopting genre-based approach, In the classroom activities, the teacher must to create the good situation, The teacher should motivate the students to be more active in using English oral form, The teacher should give some advice about the important activity in English class, or give point to the students who active in the English class, The teacher must be slowly in delivering the materials, because the students has different capability among other students, The teacher should consider all factors that make speaking of spoof and hortatory text difficult for the students such as grammar,

vocabulary, fluency, pronunciation, In managing the class, here the teacher must give an interesting topic.

b. To future researcher

The writer hopes that the result of the study will be one of references for other researcher who intends to analyze teaching speaking skill adopting genre-based approach.

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